DOCUMENT RESUME

ED 104 772 SO 008 257

AUTHOR	Hawke, Sharryl
TITLE	Man Between War and Peace: An Interdisciplinary International Studies Course. Profiles of Promise 44.
INSTITUTION	ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	[75]
NOTE	5p.; Not available from EDRS in hard copy due to poor reproducibility of original
AVAILABLE FROM	Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 ($7.50 for numbers 31-45 in the series)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS	Class Activities; Conflict Resolution; Course Objectives; Educational Innovation; English; *Foreign Relations; Global Approach; History; *Interdisciplinary Approach; International Organizations; *Peace; Program Descriptions; Secondary Education; Teacher Developed Materials; *War; *World Affairs; World History
IDENTIFIERS	*Profiles of Promise

ABSTRACT

Teachers of North Miami Beach High School, Florida, have developed an innovative interdisciplinary approach to war/peace studies. The major objectives of this English/history oriented course are (1) to examine and evaluate traditional and personal values and beliefs concerning war and peace; (2) analyze and react to war literature and to discuss the role of literature in meliorating human problems; (3) investigate various approaches to human aggression and peaceful alternatives to aggression; (4) analyze the effectiveness of peacekeeping models; (5) develop tools for analyzing conflict on a personal, national, and international level; (6) examine the relationship between individual and the state; and (7) differentiate between constructive and destructive roles in group interaction. With these objectives, six major subject areas are developed including such topics as history and causes of war, literature of war, causes for aggression and conflict, nationalism, peacekeeping alternatives, and international communication. Student activities include readings, role playing, simulation gaming, song singing, slide presentations, and investigation of a local organization. Student reaction to the course has been positive, especially in the area of class discussions. (Author/DE)

ED104772

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP008257

MAN BETWEEN WAR AND PEACE:

An Interdisciplinary International Studies Course

The problems of war and peace are among those most critical for the survival of the human species. Considering the record of human civilization, we are little closer to solutions of these problems today than we were a thousand years ago. It has been aptly said that 'if mankind does not end war, war will end mankind.' If we are truly committed to educating our children for life in the twenty-first century, they should be given opportunities to study problems in international relations, to explore the causes of war and the prospects for peace, and to examine their own relation to these questions.

Using this rationale, teachers at North Miami Beach High School, North Miami Beach, Florida, launched a new course in the study of international relations. The course, "Man Between War and Peace," originated as an interdisciplinary offering of the English and social studies departments and remains a joint effort. It is available to any tenth, eleventh, or twelfth grader without prerequisites. Rita Bornstein, head of the Language Arts Department, was primarily responsible for the development of the course in 1972, and, after two year's experience, she believes it represents "a relevant and constructive investment" in the students' future.

"IN QUEST OF TOMORROW, TODAY"

As part of the Dade County Public School system, which follows a quinmester plan, North Miami Beach High School is fertile ground for nontraditional courses. The school's motto, "In Quest of Tomorrow, Today," sets the tone for a curriculum which explores new frontiers of learning.

In 1972, as Bornstein and other faculty members considered what courses to offer, they concluded that one of the pressing concerns of tomorrow's world was global relations--people learning to live in harmony with one another. So they decided to develop a course to deal with that concern.

While exploring possibilities for such a course, the staff determined that traditional approaches to global issues were too limiting. They found that most war/peace courses within English departments tended to focus on the literature of war and often failed to deal with the possibilities for peace. On the other hand, the traditional social studies approaches to war and peace tended to concentrate either on the history of war or on current international trouble spots. They felt that both these approaches lacked the breadth and scope required by a major social issue.

The North Miami Beach staff, under the leadership of Bornstein, decided to try an interdisciplinary approach to war/peace studies. One English teacher and one social studies teacher were selected as the primary team members; an art and a science teacher were also asked to contribute to the course. The social studies teacher became responsible for outlining the broad historical perspectives of the course and for conducting lecture sessions on historical aspects. The English teacher focused on the study of relevant literature and directed much of the small group work. The two teachers divided responsibility for helping students with individual projects.

COURSE OBJECTIVES

Major objectives for the course were defined as follows:

1) To examine and evaluate traditional and personal values and beliefs concerning war and peace
2) To analyze and react to war literature and to discuss the role of literature in meliorating human problems
3) To investigate various approaches to the nature of human aggression and conflict and to project some alternatives to war as an outlet for aggression
4) To analyze alternative models for peacekeeping in terms of their effectiveness
5) To develop tools for analyzing conflict and to apply them on a personal level as well as on a national and international scale
6) To examine the relationship of the individual to the state and to consider ways in which an individual can influence decisions affecting international relations
7) To differentiate between constructive and destructive roles in group interaction and to analyze one's own role in such situations

"MAN BETWEEN WAR AND PEACE": COURSE OUTLINE AND ACTIVITIES

The objectives outlined by the staff for "Man Between War and Peace" suggest a wide-ranging course. Although the course varies with each class, six major subject areas are developed:

I. War
The history and causes, nature in the 20th century, attitudes and roles of participants

II. Literature of War
Readings, techniques employed, effects on problem

III. Nature of Aggression and Conflict
Instinctive, cultural, alternatives

IV. Nationalism
History, ways of maintaining nationalism today

V. Peace
Peacekeeping attempts, United Nations and alternative peace-keeping systems, prospects for peace, costs of peace, role of individual

VI. Communication
Group roles, impediments to cooperation

Within this content framework, teachers use various activities to explore the subjects. Bornstein writes, "My own experience with the course vividly points out the need for a wide variety of activities in order to generate and maintain a high level of student interest and involvement." Some of the activities which have been used in "Man Between War and Peace" are described below.

- Students read a variety of works on war, such as *All Quiet on the Western Front*, *War Is Kind*, and *Johnny Got His Gun*, then discuss *why* artists and writers continually return to the subject of war. They also explore the effect of literature as an agent of change in human affairs.

- Students view slides of Picasso's *Guernica* shown by the art teacher, discuss its history, and explore the relationship of artists to their society.

- Students collect pro- and antiwar songs and play them for the class. They include such varied songs as "The Yanks Are Coming" and "What Have They Done to the Rain?"

- Multi-faceted performances created by drama classes include antiwar songs, a reading from Mark Twain's *The War Prayer*, and a section of *Bury the Dead*, by Irwin Shaw.

- Students discuss the nature of aggression after reading selections from Robert Ardrey, Konrad Lorenz, Ashley Montagu, and Margaret Mead. At the end of the aggression unit, students play "Hawk and Dove," a simulation/game designed by Richard Reichert. To play "Hawk and Dove," students divide into teams which receive an equal number of balloons. The object of the game is to attach balloons to a target area; the team having the most balloons attached at the end of a specified time period wins. Teams may achieve their objective by protecting their own balloons and/or destroying the opponents' balloons with weapons--straight pins. The simulation is designed to encourage students to become more conscious of their own feelings and the feelings of others in conflict situations. (See photographs.)

- For the segment on nationalism, students begin by reading the last letters home from kamikaze pilots and German soldiers; they then read letters from pacifists and draft card burners. This leads to heated discussions on the meaning of patriotism.

- In small groups, students debate whether the United States should have bombed Hiroshima and Nagasaki. Alternatives available at that time are explored. Each group makes a report and supports its decision with evidence. Minority reports are also accepted.

- Students read speeches by Kennedy, Krushchev, Lin Piao, and Pope John, then role-play each of these prominent shapers of world opinion in a panel discussion on the topic, "Is it possible to build a climate of trust within which world peace can flourish?"

- Several models of world order suggested in *Peacekeeping* by Jack Fraenkel, are investigated. Based on their research, students create their own version of a peaceful world.

- Groups of students investigate local and national organizations involved in war/peace issues and share their information with the class.

- Students are encouraged to investigate the avenues within which an individual can operate to influence international affairs and to plan and execute some action of their own. Their actions vary from writing letters to the editor to organized group action.

Students participate in Hawk and Dov

Students gather in small groups to plan strategy

Team members begin to attach their balloons to the target area

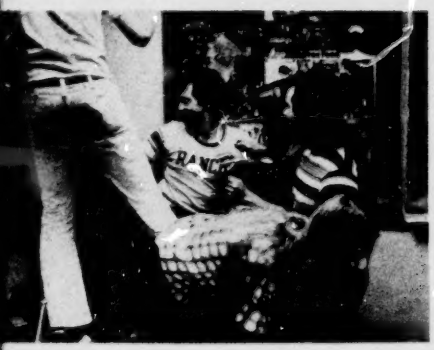
...and destroy the balloons of the opposing team

BEST COPY AVAILABLE

Photographs by Allen Bornstein

nulation . . .

ons, the property to be protected,
lown up



ence erupts as students attempt to
ect their own balloons...

efing session allows students to explore
mplications of the simulation

EVALUATION

Evaluating student work in a course such as "Man Between War and Peace" can present problems. In judging student work, teachers attempt to evaluate the amount of effort students expend in trying to grapple with the knotty problems of war and peace, rather than to assess the number of facts or dates the students memorize.

Students are offered several options for earning extra credit. They may develop a multi-media presentation or they can present a pictorial/photographic interpretation of a war or anti-war poem, short story, or other literary work. Students are also encouraged to write essays analyzing war/peace themes in contemporary music or drama. Students have sometimes presented concerts of war/peace songs with guitar accompaniment. Both the requirements and the suggested activities of "Man Between War and Peace" are designed to encourage students to be reflective about the world in which they live and their roles in its continuance.

WAR/PEACE STUDIES

"Man Between War and Peace" is not a traditional course option for secondary students. What kind of young people are attracted to such a course and what do they gain from their experience?

Bornstein has observed that two types of students tend to enroll in the course. One type is the highly motivated, politically-oriented student--the student who is interested in delving into the subject matter of global peace and conflict. This type of student was especially prevalent in the first year of the course, when the Vietnam War was a pressing issue.

The other type of student who often enrolls in "Man Between War and Peace" is the student who is bored in traditional classes and is attracted by the thematic focus of the course outline. Although these students may be less interested in war/peace *per se*, they find the activity approach motivating.

Student reaction to the course has been positive. Students seem to especially appreciate the opportunity for class discussions on subjects covered in the course. One student felt that the most important benefit of the class was learning "to question everything instead of just going along with everyone." Another was pleased with the results of the course because after taking it she could "talk to my Dad and brother and not sound so dumb about government, war, peace, etc." Even the vast amount of reading required in the course does not dampen the enthusiasm of most students. "This is the first course I've taken in three years of high school that has educated me with useful information," one student stated.

The course has also produced action. Several students have written letters to community newspapers and articles for the school newspaper concerning global problems. Other students have become involved in local organizations dealing with political and social concerns of a global nature. Groups of students have launched poster campaigns to support or protest specific actions relating to global concerns, such as government spending on military defense.

Perhaps the most important result is that graduates of the course feel a much deeper sense of urgency about global issues, and they feel they can do something to promote peace. To Bornstein, incrasing the students' sense of efficacy is essential. She writes:

> *Although many teachers are beginning to recognize the need to broaden the existing curriculum to deal with the survival issues facing the planet Earth, there is a great need for some specific ideas and techniques for so doing. In addition, it is extremely difficult to help students overcome their sense of helplessness in the face of these grave problems. One of the thrusts of this course is to create an awareness for students of the ways in which they can be effective in influencing public policy.*

STRETCHING THE TRADITIONAL CURRICULUM

Developing and implementing a course such as "Man Between War and Peace" requires some special teacher effort. Since North Miami Beach teachers found no appropriate textbooks or course outlines for the class, they had to develop their own outlines and resource materials. The results of their work are now available to ERIC readers in document number ED 059 955.

As an interdisciplinary course, "Man Between War and Peace" has required considerable cooperative effort among participating teachers. Assigning responsibility and agreeing upon content focus has not always been easy, but the North Miami Beach teachers feel that their course is strengthened by the input of teachers with varied training and interests.

Bornstein believes a course in global relations calls for teachers with a good background in international issues and, more importantly, strong personal interests in global concerns. Teachers must also be willing to keep abreast of current affairs so that the course will reflect the constantly changing international scene, since such a program can never afford to become static.

A global studies course like "Man Between War and Peace" probably fits most easily into a flexible school curriculum such as the one at North Miami Beach High School. However, teachers who are working in less innovative atmospheres can incorporate much of the course content and many of the activities into their standard classes. Whether war/peace issues are taught as a separate course or included in history and government courses, the potential for growth is there. While stretching the traditional curriculum, global studies also stretches student awareness and concern about war/peace issues. In Bornstein's view, "...such expanded awareness is well worth the effort required to implement a global studies program."

ERIC DOCUMENTS

ED 085 900 - *Education for a Global Society.* Fastback Series, No. 28. By James M. Becker. 42 pp. Available from Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 - individual copy, $.50; sets of six, $2.00. Becker discusses approaches to global education designed to develop a more comprehensive view of the earth and man. Among these approaches peace studies, future studies, and development studies appear to be most promising.

ED 085 291 - *Global Dimensions in the New Social Studies.* John H. Spurgin and Gary R. Smith. SSEC #165. 160 pp. MF-$.75, HC-$7.80, plus postage. Available from the Social Science Education Consortium, Inc. (SSEC), 855 Broadway, Boulder, Colorado 80302 - $4.75. In this document the authors survey a number of materials and approaches in social studies/social science education useful for teaching global education concepts. The book is intended as a practical tool for educators to use in selecting new global studies materials to use in existing curricula.

ED 081 712 - *Curriculum Materials on War, Peace, Conflict, and Change. An Annotated Bibliography with a Listing of Organizational Resources.* MF-$.75, HC-$1.50, plus postage. This bibliography contains a list of teaching materials on war, peace, conflict, and change. Content, objectives, teaching strategies, and usability at grade level were considered before items were included in the bibliography. A list of organizations concerned with these subjects is also included.

ED 079 209 - *Teaching Youth about Conflict and War. Teaching Social Studies in an Age of Crisis. Number 3.* William A. Nesbitt, *et al.* 113 pp. MF-$.75, HC-$5.40, plus postage. Available from National Council for the Social Studies, 1201 Sixteenth St., NW, Washington, D. C. 20036 - $3.00. This interdisciplinary social studies guide for teachers offers an introductory approach toward the study of conflict and war. An annotated bibliography is included in the book.

ED 071 958 - *Ways and Means of Teaching about World Order.* 16 pp. MF-$.75, HC-$1.50. This document is the newsletter of the Institute for World Order (formerly the World Law Fund), and provides teachers with professional information on materials and techniques for teaching about world order.

ED 056 923 - *Peacekeeping: Problems and Possibilities.* By Jack Fraenkel, *et al.* 88 pp. Available from Institute for World Order (formerly the World Law Fund), 11 West 42nd St., New York, N. Y. 10036 - $2.00. This material is suitable for students at secondary and college levels. Discussion questions are raised at the end of each chapter.

For further information,

WRITE:

Rita Bornstein
710 NE. 178 Terrace
North Miami Beach, Florida 33162

READ:

Fraenkel, Jack. *Inquiry into Crucial American Problems Series.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Public Issues Series. Columbus, Ohio: Xerox, 1969. Series titles:
The Limits of War
Diplomacy and International Law
Organizations among Nations

Reichert, Richard. *Self-Awareness through Group Dynamics.* Dayton, Ohio: Pflaum/Standard, 1972.

Looking At Global Studies. Boulder, Colorado: ERIC/ChESS, September 1974. Free copies of this four-page brochure may be obtained from ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

If you know of other significant practices write a one page description, including the name and address of a person to contact for further information, and send to:

PROFILES OF PROMISE
855 Broadway
Boulder, Colorado 80302

HOW TO ORDER ERIC DOCUMENTS

The complete document may be ordered from:

Computer Microfilm International Corp.
P.O. Box 190
Arlington, VA 22210

Order by ED number and specify whether you want hardcopy, HC (A photoreproduction of the original), or microfiche, MF (a card of microfiche). To read MF, you need a microfiche reader, available at most libraries. Payment must accompany orders under $10.00.

---

profiles of promise
855 Broadway,
Boulder, Colorado 80302